

Unit 7 – Caring Communities

Lesson 1 – Everyone Belongs to the Playground

Pages: 12–13

Skill: Reading

Theme: Inclusion – Fairness – Diversity

1. Learning Objectives

- Identify the main idea and details of the reading about inclusive playgrounds.
 - Explain vocabulary related to inclusion.
 - Describe how fairness and diversity help build caring communities.
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2. Teaching Strategies

Guided Reading – Think–Pair–Share – Context Vocabulary – Group Reflection

3. Resources Needed

Smartboard – SB pp.12–13 – Pictures of playgrounds (optional)

4. Steps to Follow

A) Warm-up & Review

Review Question:

What makes a school or playground feel welcoming to everyone?

Warm-up Question:

How do you feel when classmates include you in games or group work?

B) Presentation

Vocabulary:

inclusive – valued – diversity – fairness – cooperation

Concept:

An inclusive playground is a place where everyone feels safe, respected, and included.

C) Practice

1. Controlled Practice:

- Answer MCQs 1–5 (SB p.13).
- Match Column A/B vocabulary.

2. Free Practice:

- Pair: Suggest 3 ways to make your class more inclusive.
 - Share an example of helping a new or shy student.
-

D) Feedback & Consolidation

Highlight how fairness and inclusion create a strong school community.

E) Home Assignment

Write 6–8 lines about the importance of an inclusive playground.

Lesson 2 – Fairness & Taking Turns

Pages: 14–15

Skill: Listening

Theme: Encouragement – Inclusion – Fair Play

1. Learning Objectives

- Identify details from the “Inclusive Play Hour” listening.
 - Learn vocabulary about inclusion (encourage – confident – include – belong).
 - Show understanding of fairness during play.
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2. Teaching Strategies

Prediction – Listening for Detail – Matching – Role-play

3. Resources Needed

Smartboard – SB pp.14–15 – Audio track

4. Steps to Follow

A) Warm-up & Review

Review: When do you feel included in a group?

Warm-up: Why is it important to give everyone a chance to join an activity?

B) Presentation

Vocabulary:

encourage – confident – include – belong

C) Practice**1. Controlled Practice:**

- Listening MCQs (SB p.14).
- True/False + Matching (SB p.15).

2. Free Practice:

- Role-play: welcoming a shy classmate.
 - Discuss: How does fairness make games better?
-

D) Feedback & Consolidation

Emphasize how encouragement builds confidence.

E) Home Assignment

Write four simple advice sentences using vocabulary from the lesson.

Lesson 3 – Acts of Gratitude

Pages: 16–17

Skill: Listening + Grammar

Grammar Focus: If-Clauses (Zero – First – Second – Third)

1. Learning Objectives

- Identify key ideas from the “Gratitude Challenge” listening.
 - Use If-Clauses correctly in sentences.
 - Explain the importance of gratitude in building relationships.
-

2. Teaching Strategies

Grammar in Context – Listening Analysis – Correction – Sentence Transformation

3. Resources Needed

Smartboard – SB pp.16–17 – Audio track

4. Steps to Follow

A) Warm-up & Review

Review: How does saying “thank you” improve relationships?

Warm-up: Can small acts of gratitude make a happier school?

B) Presentation

Vocabulary:

thank – notice – appreciate – help – belong

Grammar:

If-Clauses (Zero → facts / First → real future / Second → unreal / Third → regrets)

C) Practice**1. Controlled Practice:**

- MCQs from listening.
- Complete the vocabulary sentences (p.17).
- Rewrite using If-Clauses.

2. Free Practice:

- Create one "Class Gratitude Rule" using If-Clause.
-

D) Feedback & Consolidation

Discuss the impact of gratitude on inclusion and happiness.

E) Home Assignment

Write 5 If-Clause sentences expressing gratitude.

Lesson 4 – Conflict Resolution

Pages: 18–20

Skill: Reading

Theme: Mediation – Communication – Respect

1. Learning Objectives

- Read and explain how conflicts are solved in communities.
 - Match new vocabulary from the text.
 - Identify simple rules for polite conflict resolution.
-

2. Teaching Strategies

Reading for Detail – Vocabulary Matching – Problem–Solution Analysis

3. Resources Needed

Smartboard – SB pp.18–20

4. Steps to Follow

A) Warm-up & Review

Review: What conflicts happen in neighborhoods or classes?

Warm-up: How can people solve conflicts respectfully?

B) Presentation

Vocabulary:

argue over – gathering – interrupt – mediators – misunderstanding – resident
– take on

C) Practice**1. Controlled Practice:**

- MCQs p.19
- Match A/B
- Answer comprehension questions p.20

2. Free Practice:

Discuss a real conflict and propose a fair solution.

D) Feedback & Consolidation

Teacher summarizes: listening, respect, polite expression → peaceful solutions.

E) Home Assignment

Write 150–180 words: *How can conflicts be solved peacefully?*

Lesson 5 – Problem–Solution Paragraph

Pages: 21–22

Skill: Writing

Theme: Social Problems – Helping the Elderly

1. Learning Objectives

- Analyze a model problem–solution paragraph.
 - Write a correct problem–solution paragraph using linking words.
 - Present one problem + one realistic solution + result.
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2. Teaching Strategies

Model Analysis – Guided Writing – Brainstorming – Peer Review

3. Resources Needed

Smartboard – SB pp.21–22 – Writing Sheets

4. Steps to Follow

A) Warm-up & Review

What problems do elderly people face?

How can young people help them?

B) Presentation

Present model text:

Problem – Solution – Result

- Tip box from SB p.21
-

C) Practice

1. Controlled Practice:

Answer SB questions about the model. (p.22)

2. Free Practice:

Write a 150–180 word paragraph using:

- one problem
 - one solution
 - one positive result
-

D) Feedback & Consolidation

Peer Review: clarity – organization – linking words.

E) Home Assignment

Submit a final, improved version of your paragraph.

Unit 8 – Creating a Better Community

Lesson 1 – Change-Maker Stories

Pages: 25–27

Skill: Reading

Theme: Change-makers – Social action – Creativity

1. Learning Objectives

- Identify main ideas from a reading text about change-makers.
 - Match key vocabulary: change-maker – determination – persistence – passion – give access to.
 - Explain how small actions can help improve communities.
-

2. Teaching Strategies

Guided Reading – Vocabulary in Context – Think–Pair–Share – Group Reflection

3. Resources Needed

Smartboard – SB pp.25–27

4. Steps to Follow

A) Warm-up & Review

Review Question:

What problems can young people help solve in Egyptian communities?

Warm-up Question:

Do you know someone who made a positive change? What did they do?

B) Presentation

Vocabulary:

change-maker – determination – persistence – passion – give access to

Concept:

A change-maker is someone who takes action to solve problems instead of waiting.

C) Practice

1. Controlled Practice:

- Match the word in Column A with meanings in Column B (SB p.26).
- Answer reading MCQs (SB p.26).

2. Free Practice:

- Discuss: Which action from the text can improve your community?
 - Group task: Propose a simple change-maker project for the school.
-

D) Feedback & Consolidation

Highlight: Small steps + determination = real change.

E) Home Assignment

Write 6 lines describing a change-maker from your life or community.

Lesson 2 – An Egyptian Change-Maker

Pages: 28–29

Skill: Listening

Theme: Innovation – E-waste – Social entrepreneurship

1. Learning Objectives

- Identify details about Mostafa Hemdan and his project RecycloBekia.
 - Match vocabulary: light a spark of hope – teamwork – innovation.
 - Explain how recycling e-waste protects the environment.
-

2. Teaching Strategies

Prediction – Listening for Detail – Vocabulary Matching – Analytical Discussion

3. Resources Needed

Smartboard – SB pp.28–29 – Audio track

4. Steps to Follow

A) Warm-up & Review

Review: What happens to old phones or computers in your home?

Warm-up: Why is electronic waste dangerous?

B) Presentation

Vocabulary:

light a spark of hope – teamwork – innovation

C) Practice**1. Controlled Practice:**

- Listening MCQs 1–5 (SB p.28).
- Matching A/B vocabulary (SB p.29).
- Answer comprehension questions (p.29).

2. Free Practice:

- Discuss: What qualities helped Mostafa succeed?
 - Students propose a recycling idea for their school.
-

D) Feedback & Consolidation

Reinforce: Innovation solves real problems when it serves community needs.

E) Home Assignment

Write 8–10 lines about a community problem you want to solve.

Lesson 3 – The Future Builders

Pages: 30–32

Skill: Listening + Grammar

Grammar Focus: Modals of Obligation

(must – have to – had to – should have – mustn't – don't have to – need to)

1. Learning Objectives

- Identify details from listening about Sara Fathy's app.
 - Use modals of obligation correctly in meaningful sentences.
 - Compare real vs. unnecessary actions in technology careers.
-

2. Teaching Strategies

Grammar in Context – Listening Analysis – Problem Solving – Pair Drills

3. Resources Needed

Smartboard – SB pp.30–32 – Audio track

4. Steps to Follow

A) Warm-up & Review

Review: How is technology changing life in Egypt?

Warm-up: Why should more women join science & technology fields?

B) Presentation

Vocabulary:

(meant) innovation meets purpose – teamwork – coding – users – protect data
(from SB p.30–31)

Grammar:

must – have to – mustn't – need to – should have – didn't have to
(SB grammar box p.31)

C) Practice**1. Controlled Practice:**

- MCQs 1–5 (SB p.30).
- Grammar fill-in (SB p.31).
- Rewrite sentences using brackets (p.31).

2. Free Practice:

- Students create 6 sentences describing obligations for young inventors.
 - Pair: What should Egypt's tech students do to improve society?
-

D) Feedback & Consolidation

Correct common modal errors and highlight real-life application.

E) Home Assignment

Write 5 sentences giving advice to a young innovator using modals.

Lesson 4 – The Skills of a Change-Maker

Pages: 33–35

Skill: Reading

Theme: Leadership – Communication – Creativity – Perseverance

1. Learning Objectives

- Read and identify the skills needed to create community change.
 - Match vocabulary: enthusiasm – obstacle – perseverance – separate.
 - Explain how communication and teamwork support success.
-

2. Teaching Strategies

Skimming & Scanning – Vocabulary in Context – Critical Thinking

3. Resources Needed

Smartboard – SB pp.33–35

4. Steps to Follow

A) Warm-up & Review

Review: What skills does a leader need?

Warm-up: Which skill do you personally have that could help your community?

B) Presentation

Vocabulary:

enthusiasm – obstacle – perseverance – separate

C) Practice

1. Controlled Practice:

- Vocabulary matching (SB p.34).
- MCQs 1–5 (p.34).
- Comprehension Qs (SB p.35).

2. Free Practice:

- Pair: Identify three personal skills and how they can be used for change.
 - Group: Create a "Change-Maker Skills Chart" for the class.
-

D) Feedback & Consolidation

Emphasize: perseverance + creativity + teamwork = successful change.

E) Home Assignment

Write 8 sentences describing your strongest "change-maker skill."

Lesson 5 – A Campaign Poster

Pages: 36

Skill: Writing

Genre: Campaign Poster

Theme: Community Action – Cleanliness – Volunteering

1. Learning Objectives

- Identify the structure of a campaign poster (title – message – details – call to action).
 - Use imperative verbs and motivating language.
 - Design a neat and persuasive community poster.
-

2. Teaching Strategies

Model Analysis – Guided Steps – Creative Design – Peer Review

3. Resources Needed

Smartboard – SB p.36 – A4 sheets – Colored pens

4. Steps to Follow

A) Warm-up & Review

Review: Why are campaigns important for community improvement?

Warm-up: What local problem needs a campaign now?

B) Presentation

Vocabulary:

campaign – volunteer – environment – recycling – safety – protect – awareness
– health

(SB p.36 model)

Poster Features:

- Short title
 - Clear purpose
 - Imperatives: "Let's...", "Join us...", "Don't..."
 - Time – place – goal
 - Motivational language
-

C) Practice

1. Controlled Practice:

Analyze the model poster in SB (title – message – details – call to action).

2. Free Practice:

Students design a poster about:

- Clean streets
- Saving water
- Recycling
- Health awareness

(Choose one)

D) Feedback & Consolidation

Students present posters; teacher gives feedback on clarity + organization.

E) Home Assignment

Submit final poster with improved design and correct language.

Unit 9 – When Art Speaks

Lesson 1 – Voices on the Wall

Pages: 39–41

Skill: Reading

Theme: Street Art – Emotions – Community Messages

1. Learning Objectives

- Identify the main idea and supporting details of the text “The Wall That Spoke for Hope.”
 - Understand vocabulary related to murals and community art.
 - Explain how art can communicate emotion and inspire communities.
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2. Teaching Strategies

Skimming & Scanning – Vocabulary in Context – Think–Pair–Share – Visualization

3. Resources Needed

Smartboard – SB pp.39–41 – Pictures of murals

4. Steps to Follow

A) Warm-up & Review

Review Question:

How can art express ideas without words?

Warm-up Question:

Have you seen street art in your city? What message did it send?

B) Presentation

Vocabulary:

mural – skyline – compassion – invisible – inspiring

C) Practice

1. Controlled Practice:

- Answer MCQs 1–5 (SB p.40).
- Match A/B vocabulary meanings (mural – skyline – compassion – invisible – inspiring).
- Answer comprehension questions (SB p.41).

2. Free Practice:

- Pair: What mural would you paint in your school? Why?
 - Students describe what emotion the dove mural expresses and why.
-

D) Feedback & Consolidation

Teacher summarizes how art can transform communities and inspire positive behavior.

E) Home Assignment

Write 6–8 lines describing an art piece that changed how you think.

Lesson 2 – The Art of Storytelling

Pages: 42–43

Skill: Listening

Theme: Oral Tradition – Storytelling – Culture

1. Learning Objectives

- Identify details from the listening about Uncle Farid’s storytelling style.
 - Match vocabulary related to stories and cultural traditions.
 - Explain how stories preserve values such as courage and honesty.
-

2. Teaching Strategies

Listening for Detail – Matching – Oral Retelling – Culture Comparison

3. Resources Needed

Smartboard – SB pp.42–43 – Audio track

4. Steps to Follow

A) Warm-up & Review

Review: Why do people tell stories?

Warm-up: What kinds of stories are common in Egyptian culture?

B) Presentation

Vocabulary:

gather – storyteller – gestures – echo – tradition

C) Practice

1. Controlled Practice:

- Listening MCQs 1–5 (SB p.42).
- Match A/B vocabulary meanings (SB p.43).
- True/False statements.

2. Free Practice:

- Students create a 3–4 sentence story introduction using voice + gesture.
 - Discuss: How do stories teach bravery, honesty, or kindness?
-

D) Feedback & Consolidation

Students practice using intonation and expression while storytelling.

E) Home Assignment

Write a short introduction to a story expressing a moral value.

Lesson 3 – The Language of Music

Pages: 44–46

Skill: Listening + Grammar

Grammar Focus: Stative vs Action Verbs

Theme: Music – Emotions – Social Messages

1. Learning Objectives

- Identify the main ideas from a listening about “River of Life” and music’s power.
 - Distinguish between stative and action verbs (hear – see – believe vs run – taste – feel).
 - Explain how songs can deliver environmental or social messages.
-

2. Teaching Strategies

Grammar in Context – Listening Analysis – Guided Practice – Pair Comparison

3. Resources Needed

Smartboard – SB pp.44–46 – Audio track

4. Steps to Follow

A) Warm-up & Review

Review: How does music affect your emotions?

Warm-up: Can songs spread social messages? Give examples.

B) Presentation

Vocabulary:

taste – feel – see – believe – smell (distinguishing stative/action)

Grammar:

Stative Verbs (love – believe – belong – hear – see – seem)

Action Verbs (run – operate – taste – feel (touch) – play)

C) Practice

1. Controlled Practice:

- Listening MCQs 1–5 (SB p.44).
- True/False questions (p.45).
- Grammar Choose the correct form (p.45).
- Complete the sentences with correct verb forms (p.45).

2. Free Practice:

- Students choose a song and describe how it makes them feel (3–4 sentences).
-

D) Feedback & Consolidation

Clarify common errors:

❑ *I am loving...* → ✓ *I love...*

❑ *He is seeing the problem...* → ✓ *He sees the problem...*

E) Home Assignment

Write 5 sentences describing emotions using stative verbs correctly.

Lesson 4 – Can Art Change Society?

Pages: 47–49

Skill: Reading

Theme: Debate – Opinions – Social Influence of Art

1. Learning Objectives

- Read and compare two opinions in a debate about art's impact.
 - Match vocabulary: awareness – admire – respect – promote.
 - Explain whether art can inspire change and why.
-

2. Teaching Strategies

Debate Reading – Compare & Contrast – Vocabulary Matching – Opinion Sharing

3. Resources Needed

Smartboard – SB pp.47–49

4. Steps to Follow

A) Warm-up & Review

Review: Mention a piece of art (song, film, mural) that changed how you view something.

Warm-up: Can artists influence society? How?

B) Presentation

Vocabulary:

awareness – admire – respect – promote

C) Practice

1. Controlled Practice:

- MCQs 1–5 (SB p.48).
- Match Column A/B.
- True/False statements.
- Answer comprehension questions (SB p.49).

2. Free Practice:

- Mini-debate: Does art begin change or complete it?
 - Students choose an art piece with a message and explain its impact.
-

D) Feedback & Consolidation

Summarize: Nadia = "Art touches hearts first"

Omar = "Action and policy complete change"

E) Home Assignment

Write 6–8 lines: *Do you think art can change society?*

Lesson 5 – An Opinion Paragraph

Pages: 50–51

Skill: Writing

Theme: Art as a Universal Language

Writing Genre: Opinion Paragraph

1. Learning Objectives

- Write an opinion paragraph with clear topic sentence, reasons, and conclusion.
 - Use language of opinion (I believe – I think – In my view).
 - Support ideas with examples from art, music, or storytelling.
-

2. Teaching Strategies

Model Analysis – Guided Writing – Reasoning – Peer Review

3. Resources Needed

Smartboard – SB pp.50–51 – Writing sheets

4. Steps to Follow

A) Warm-up & Review

Review: Why is art important in human cultures?

Warm-up: Does art always have to teach, or can it entertain only?

B) Presentation

Vocabulary:

mural – compassion – inspiring – invisible – skyline – gather – echo – storyteller

(من Target vocabulary SB p.50)

Model Paragraph Features:

- Clear topic sentence
 - Two supporting reasons
 - Example/evidence
 - Strong concluding sentence
-

C) Practice

1. Controlled Practice:

Analyze the model paragraph (SB p.50).

Identify: opinion – reasons – examples – conclusion.

2. Free Practice:

Students write 150–180 word paragraph:

“Art is a universal language.” Guided steps from SB p.51.

D) Feedback & Consolidation

Peer review: clarity – unity – strong examples – clear ending.

E) Home Assignment

Submit final opinion paragraph (150–180 words).

Unit 10 – Find Your Passion!

Lesson 1 – The Importance of Having a Hobby

Pages: 60–62

Skill: Reading

Theme: Stress – Balance – Personal growth

1. Learning Objectives

- Identify main ideas & details in the text about hobbies and stress reduction.
 - Understand vocabulary related to emotions and personal development.
 - Explain how hobbies help students find balance and grow.
-

2. Teaching Strategies

Guided Reading – Prediction – Vocabulary in Context – Think–Pair–Share

3. Resources Needed

Smartboard – SB pp.60–62 – Pictures of hobbies (optional)

4. Steps to Follow

A) Warm-up & Review

Review Question:

Do hobbies reduce stress? Why or why not?

Warm-up Question:

What hobby helps you relax when school becomes stressful?

B) Presentation

Vocabulary:

intense – overwhelmed – encouraged – balance – growth

C) Practice

1. Controlled Practice:

- Reading MCQs (SB p.61).
- Answer WH-questions (SB p.61).
- Vocabulary meaning questions.

2. Free Practice:

- Pair: Which hobbies can help Egyptian students reduce stress?
 - Students share a hobby they would like to try and why.
-

D) Feedback & Consolidation

Summarize: hobbies = relaxation + creativity + emotional balance.

E) Home Assignment

Write 8–10 lines: *How can having a hobby improve a student's life?*

Lesson 2 – New Hobbies

Pages: 63–64

Skill: Listening

Theme: Trying new things – Challenges – Self-discovery

1. Learning Objectives

- Listen for details in the audio about photography, baking, and music.
 - Identify vocabulary expressing expectations and challenges.
 - Explain what students learned about themselves after trying new hobbies.
-

2. Teaching Strategies

Prediction – Listening for Specific Information – Reflection – Pair Discussion

3. Resources Needed

Smartboard – SB pp.63–64 – Audio track

4. Steps to Follow

A) Warm-up & Review

Review: Why do students start new hobbies?

Warm-up: What new hobby would you like to try this year?

B) Presentation

Vocabulary:

meant to – supposed to – seemed to – patience – careful measuring

C) Practice**1. Controlled Practice:**

- MCQs 1–4 (SB p.63).
- True/False questions (p.63).
- WH-questions (p.64).

2. Free Practice:

- Students share: "A hobby I tried and what I discovered about myself."
 - Discuss: Why is it important to face challenges when learning something new?
-

D) Feedback & Consolidation

Teacher reinforces lessons learned: persistence + curiosity = progress.

E) Home Assignment

Write 6–8 sentences comparing the hobby you want to try with one from the audio.

Lesson 3 – Making the Most of Our Free Time

Pages: 65–66

Skill: Listening + Grammar

Grammar Focus: Expectation Structures

(seem to – meant to – supposed to)

Theme: Time management – Self-improvement

1. Learning Objectives

- Recognize correct usage of expectation structures.
 - Identify details from listening about free-time routines.
 - Explain realistic vs unrealistic expectations when starting new activities.
-

2. Teaching Strategies

Grammar in Context – Dialogue Listening – Pair Correction – Real-Life Examples

3. Resources Needed

Smartboard – SB pp.65–66 – Audio track

4. Steps to Follow

A) Warm-up & Review

Review: What makes it difficult to use our free time wisely?

Warm-up: Why do some activities seem easy at first but turn out difficult?

B) Presentation

Vocabulary:

seem to – meant to – supposed to – pronunciation – gain strength
(from exercises p.65)

Grammar:

Expectation structures with examples from SB grammar box p.65.

C) Practice

1. Controlled Practice:

- Fill-in-the-blanks (SB p.65).
- Choose the correct option (p.65).
- Correct the mistakes (p.66).

2. Free Practice:

- Students write 4 sentences about expectations in learning (e.g., "Jogging is supposed to help...").
 - Pair: Why do expectations sometimes fail?
-

D) Feedback & Consolidation

Clarify difference between:

- supposed to (rule/expectation)
 - meant to (purpose)
 - seem to (appearance)
-

E) Home Assignment

Write 8 lines about an activity you expected to be easy but wasn't.

Lesson 4 – When a Hobby Becomes Income

Pages: 67–69

Skill: Reading

Theme: Small business – Creativity – Entrepreneurship

1. Learning Objectives

- Identify the main message of the text about keychains turning into income.
 - Understand vocabulary about business and creativity.
 - Explain how hobbies can grow into opportunities.
-

2. Teaching Strategies

Guided Reading – Vocabulary Matching – Real-Life Connection – Problem Solving

3. Resources Needed

Smartboard – SB pp.67–69

4. Steps to Follow

A) Warm-up & Review

Review: Can hobbies become work? Give an example.

Warm-up: How would you feel if something you enjoy could earn you money?

B) Presentation

Vocabulary:

uneven – customized – tutorial – entrepreneurship – scrolling through

C) Practice

1. Controlled Practice:

- Reading MCQs 1–3 (SB p.68).
- Vocabulary meaning questions (p.68).
- Comprehension questions (p.69).

2. Free Practice:

- Group: Choose one hobby and brainstorm how it could become a business.
 - Students discuss skills needed: patience – creativity – marketing.
-

D) Feedback & Consolidation

Teacher emphasizes that opportunities begin small but grow with effort.

E) Home Assignment

Write a paragraph: *How can a hobby turn into a school business?*

Lesson 5 – My Hobby Review

Pages: 70–71

Skill: Writing

Genre: Review Writing

Theme: Describing hobbies – Evaluation – Recommendation

1. Learning Objectives

- Analyze a model hobby review.
 - Write a structured review with introduction – description – evaluation – recommendation.
 - Use opinion language effectively.
-

2. Teaching Strategies

Model Breakdown – Guided Writing – Peer Editing – Structured Review

3. Resources Needed

Smartboard – SB pp.70–71 – Writing sheets

4. Steps to Follow

A) Warm-up & Review

Review: What makes a review interesting for readers?

Warm-up: What hobby would you recommend to your friends? Why?

B) Presentation

Vocabulary:

review – description – evaluation – recommendation – hook – general impression

(from the review structure p.70)

Model Features:

- Hook
 - General opinion
 - Details about the hobby
 - What you like/dislike
 - Final advice
-

C) Practice

1. Controlled Practice:

Analyze the model review and identify each section (SB p.70).

2. Free Practice:

Write a hobby review (150–180 words) including:

- Introduction
 - Description
 - Evaluation
 - Recommendation
-

D) Feedback & Consolidation

Peer-review checklist: clear structure – correct transitions – strong conclusion.

E) Home Assignment

Submit final edited hobby review.

Unit 11 – Healthy Choices, Healthy Life

Lesson 1 – Oral Health

Pages: 74–75

Skill: Reading

Theme: Dental health – Prevention – Healthy habits

1. Learning Objectives

- Identify main ideas from the text on oral health and prevention strategies.
 - Understand and use key vocabulary about oral hygiene.
 - Explain why flossing and regular check-ups are essential.
-

2. Teaching Strategies

Guided Reading – Scanning – Vocabulary in Context – Think–Pair–Share

3. Resources Needed

Smartboard – SB pp.74–75 – Toothbrush/floss visuals (optional)

4. Steps to Follow

A) Warm-up & Review

Review Question:

How often do you visit the dentist? Why?

Warm-up Question:

Name three things you do daily to keep your teeth and gums healthy.

B) Presentation

Vocabulary:

essential – ignore – floss – gums – cavities

C) Practice

1. Controlled Practice:

- Answer comprehension questions 1–5 (SB p.74).
- MCQs (SB p.75).
- Match A/B meanings (SB p.75).

2. Free Practice:

- Pair: Why do teenagers often neglect oral health?
 - Small group: Write 4 rules for better mouth-care routines.
-

D) Feedback & Consolidation

Teacher emphasizes: brushing + flossing + less sugar = healthy mouth.

E) Home Assignment

Write 6–8 lines about a mistake you used to make in oral care and how you fixed it.

Lesson 2 – Benefits of Drinking Water

Pages: 76–77

Skill: Listening

Theme: Hydration – Body functions – Energy

1. Learning Objectives

- Identify detailed information from the dialog about hydration benefits.
 - Understand vocabulary related to hydration and body processes.
 - Explain how water supports physical & mental performance.
-

2. Teaching Strategies

Prediction – Listening for Detail – Vocabulary Completion – Pair Practice

3. Resources Needed

Smartboard – SB pp.76–77 – Audio track

4. Steps to Follow

A) Warm-up & Review

Review: What is your favorite drink?

Warm-up: How many glasses of water do you drink daily, and is it enough?

B) Presentation

Vocabulary:

stiff – wash out – confused – sweat – joints – kidneys – food – tired

(from SB p.77)

C) Practice

1. Controlled Practice:

- Listen and answer 5 WH-questions (SB p.76).
- MCQs 1–5 (p.76).
- Vocabulary matching (p.77).
- Fill-in-the-blanks using box words (p.77).

2. Free Practice:

- Pair role-play: "Convince a friend to drink more water."
 - Students list three benefits water gives the brain & body.
-

D) Feedback & Consolidation

Teacher reinforces: water = cooling + movement + clarity + detox.

E) Home Assignment

Write a short paragraph (6 lines) titled: *Why I Should Drink More Water.*

Lesson 3 – Healthy Daily Habits

Pages: 78–80

Skill: Listening + Grammar

Grammar Focus: Used to / Didn't use to / Would (past habits)

1. Learning Objectives

- Distinguish between past and present habits using “used to / would.”
 - Identify listening details about changing unhealthy habits.
 - Explain why sleep, breakfast, and hydration matter.
-

2. Teaching Strategies

Grammar in Context – Audio Analysis – Error Correction – Pair Comparison

3. Resources Needed

Smartboard – SB pp.78–80 – Audio track

4. Steps to Follow

A) Warm-up & Review

Review: What healthy or unhealthy habits do students often have?

Warm-up: Why did people in the past ignore breakfast or sleep?

B) Presentation

Vocabulary (context):

used to – would – stressed – skip breakfast – stay up late – prioritize

Grammar:

Used to (past states/habits)

Would (repeated past actions)

(NOT used for past states)

(SB grammar box p.78)

C) Practice

1. Controlled Practice:

- Listening comprehension (SB p.78).
- Matching column A/B (p.79).
- Correct the mistakes (p.79).
- Rewrite sentences with "used to / would" (p.79–80).

2. Free Practice:

- Students write 5 sentences comparing past and present habits.
 - Pair: Which bad habit is hardest for teenagers to stop? Why?
-

D) Feedback & Consolidation

Teacher highlights common errors (□ I would live... ✓ I used to live...).

E) Home Assignment

Write 8 lines: *How did your daily habits change from primary school until now?*

Lesson 4 – The Power of Positive Thinking

Pages: 81–83

Skill: Reading

Theme: Mental health – Optimism – Stress reduction

1. Learning Objectives

- Identify key ideas about how thinking affects physical health.
 - Match vocabulary related to mental attitude and health functions.
 - Explain strategies for building positive thinking.
-

2. Teaching Strategies

Guided Reading – Critical Thinking – Vocabulary Matching – Reflection

3. Resources Needed

Smartboard – SB pp.81–83

4. Steps to Follow

A) Warm-up & Review

Review: What does “optimist” mean?

Warm-up: Can thoughts affect your physical health? How?

B) Presentation

Vocabulary:

mental attitude – stress – immune system – lifespan – energetic – friends

(SB p.83)

C) Practice

1. Controlled Practice:

- Answer comprehension questions 1–5 (SB p.82).
- MCQs 1–5 (p.82).
- Match A/B vocabulary (p.83).
- Fill-in-the-blanks with vocabulary (p.83).

2. Free Practice:

- Students discuss: Which idea will you use—gratitude, self-talk, or staying connected?
 - Pair: Give one real example of how negative thoughts cause stress.
-

D) Feedback & Consolidation

Teacher reinforces: positive thinking = stronger immunity + better mood.

E) Home Assignment

Write 6–8 lines about a time positive thinking helped you overcome difficulty.

Lesson 5 – A Health Advice Article

Pages: 84–85

Skill: Writing

Genre: Health Advice Article

Theme: Healthy habits – Responsibility – Past habits

1. Learning Objectives

- Identify structure of a health advice article (introduction – body – conclusion).
 - Use “used to / would / had to” to describe past habits in writing.
 - Write an organized 180-word health advice article.
-

2. Teaching Strategies

Model Analysis – Guided Writing – Example Expansion – Peer Editing

3. Resources Needed

Smartboard – SB pp.84–85 – Writing sheets

4. Steps to Follow

A) Warm-up & Review

Review: What healthy habits did you use to have?

Warm-up: Why is it important to learn from past unhealthy habits?

B) Presentation

Vocabulary:

dehydrated – energetic – joints – immune system – stress – toxins – waste removal – mental attitude

Structure of the Advice Article:

- Hook
 - Topic sentence
 - Clear health tip
 - Why it matters
 - Final encouragement
-

C) Practice**1. Controlled Practice:**

Analyze the model (SB p.85):

- Underline past habits (used to / would).
- Circle target vocabulary.

2. Free Practice:

Students write 180-word article:

“Healthy Habits I Used to Ignore”

using at least 5 target vocabulary words.

D) Feedback & Consolidation

Peer review:

- Is the advice clear?
- Are “used to / would / had to” used correctly?

- Is the conclusion strong?
-

E) Home Assignment

Submit the improved final version of the article.

Unit 12 – Time Habits & Punctuality

Lesson 1 – Racing the Clock

Pages: 88–90

Skill: Reading

Theme: Time perception – Punctuality – Personality types

1. Learning Objectives

By the end of the lesson, students will be able to:

- Identify main ideas & details about “Clock People” vs “Event People.”
 - Match vocabulary describing punctuality and personality.
 - Explain how time perception affects behavior.
-

2. Teaching Strategies

Skimming & Scanning – Compare & Contrast – Vocabulary in Context – Pair Discussion

3. Resources Needed

Smartboard – SB pp.88–90

4. Steps to Follow

A) Warm-up & Review

Review Question:

Are you usually early, on time, or late? Why?

Warm-up Question:

Why do some people always arrive late even if they try?

B) Presentation

Vocabulary:

optimistic – promptly – spontaneous – resource – planning fallacy

C) Practice

1. Controlled Practice:

- Reading comprehension questions 1–5 (SB p.89).
- MCQs (SB p.89).
- Match A/B vocabulary meanings (SB p.89).

2. Free Practice:

- Pair: Which type are you — Clock Person or Event Person? Why?
 - Groups: Create tips for helping Event People arrive on time.
-

D) Feedback & Consolidation

Teacher summarizes: punctuality = respect + organization + planning.

E) Home Assignment

Write 6–8 lines describing how you can improve your punctuality this month.

Lesson 2 – Late Again!

Pages: 91–92

Skill: Listening

Theme: Workplace punctuality – Consequences – Responsibility

1. Learning Objectives

- Identify specific information from manager–employee dialog.
 - Use vocabulary related to delays and performance.
 - Explain consequences of repeated lateness.
-

2. Teaching Strategies

Prediction – Listening for Detail – Role-play – Vocabulary Matching

3. Resources Needed

Smartboard – SB pp.91–92 – Audio track

4. Steps to Follow

A) Warm-up & Review

Review: Why is punctuality important at work?

Warm-up: What actions might a company take after repeated lateness?

B) Presentation

Vocabulary:

attendance – delay – consistent – suspension – productivity

C) Practice**1. Controlled Practice:**

- Listen and answer WH-questions (SB p.91).
- MCQs 1–5 (SB p.92).
- Match A/B vocabulary.

2. Free Practice:

- Role-play: A teacher gives a “final warning” to a late student.
 - Students discuss: How can Salah fix his punctuality issues?
-

D) Feedback & Consolidation

Teacher reinforces: punctuality builds trust + productivity.

E) Home Assignment

Write 8 lines describing a time you were late and how you corrected it.

Lesson 3 – Planning for the Big Day

Pages: 93–94

Skill: Listening + Grammar

Grammar Focus: Future Perfect (will have + V3)

1. Learning Objectives

- Recognize the form & usage of the Future Perfect tense.
 - Identify details from listening about planning & deadlines.
 - Use time expressions (by... / by the time...) correctly.
-

2. Teaching Strategies

Grammar in Context – Timeline Visualization – Listening for Detail – Problem Solving

3. Resources Needed

Smartboard – SB pp.93–94 – Audio track

4. Steps to Follow

A) Warm-up & Review

Review: What big goals do you want to achieve by age 25?

Warm-up: Why do we sometimes miss deadlines?

B) Presentation

Vocabulary:

by the time – by next week – finish ahead – submitted – earned

(from context SB p.93–94)

Grammar:

Future Perfect = will have + past participle

Used for actions completed *before* a future time.

(SB grammar box p.94)

C) Practice

1. Controlled Practice:

- Listening WH-questions (SB p.93).
- MCQs 1–5 (SB p.94).
- Find the mistake and correct it (p.94).
- Rewrite using (by / by the time) (p.94).

2. Free Practice:

Students create a **Future-Perfect Goals List**:

(Example: "By next month, I will have finished...")

D) Feedback & Consolidation

Teacher clarifies common mistakes:

□ "I will have finish" → ✓ "I will have finished"

E) Home Assignment

Write 8–10 lines about your future goals using the Future Perfect tense.

Lesson 4 – Time is Money

Pages: 95–97

Skill: Reading

Theme: Time management – Efficiency – Avoiding distractions

1. Learning Objectives

- Identify how time management leads to success.
 - Match vocabulary related to organization & productivity.
 - Explain examples of wasting time vs managing time.
-

2. Teaching Strategies

Guided Reading – Problem–Solution Analysis – Vocabulary Matching – Reflection

3. Resources Needed

Smartboard – SB pp.95–97

4. Steps to Follow

A) Warm-up & Review

Review: Have you heard the phrase “Time is money”?

Warm-up: What activities waste your time the most?

B) Presentation

Vocabulary:

organized – sharp – invest – resource – disappointment

(from text SB p.95–97)

C) Practice

1. Controlled Practice:

- Comprehension WH-questions (SB p.96).
- MCQs 1–5 (p.96).
- Complete sentences using vocabulary (p.97).
- Match words A/B (p.97).

2. Free Practice:

- Students analyze their own time-wasting habits.
 - Create "My Time-Management Improvement Plan."
-

D) Feedback & Consolidation

Teacher reinforces: managing time = achieving goals + reducing stress.

E) Home Assignment

Write 6–8 lines about how you plan to save time this school year.

Lesson 5 – A Formal Apology Letter

Pages: 98–99

Skill: Writing

Genre: Formal Apology

Theme: Professional behavior – Punctuality – Responsibility

1. Learning Objectives

- Write a formal apology letter using correct structure and tone.
 - Use Future Perfect to express future completed actions.
 - Explain the importance of apologizing professionally.
-

2. Teaching Strategies

Model Analysis – Guided Writing – Peer Editing – Tone Correction

3. Resources Needed

Smartboard – SB pp.98–99 – Writing sheets

4. Steps to Follow

A) Warm-up & Review

Review: What's the difference between informal and formal apologies?

Warm-up: Why must we apologize immediately when we make a mistake?

B) Presentation

Vocabulary:

valuable time – disappointment – sincerely apologize – stress – efficient – focus

(from SB p.98)

Structure of the Letter:

- Greeting
 - Clear apology
 - Explain impact
 - Promise action using Future Perfect
 - Respectful closing
-

C) Practice**1. Controlled Practice:**

Analyze the model letter (SB p.98):

- Identify the apology, explanation, promises, and closing.

2. Free Practice:

Students write a formal letter to the school principal apologizing for being late.

D) Feedback & Consolidation

Peer-review checklist:

- Polite tone?
- Future Perfect used correctly?
- Reason explained without excuses?

E) Home Assignment

Write a revised final draft of the apology letter using corrections from peers.